

Mathematics

- ◆ Place things in a straight line to help me to count each one with my finger
- ◆ I am beginning to give 1 then 2 things from a larger group
- ◆ I can change two unequal groups into two that have the same number; 'my dog has 6 biscuits like yours'
- ◆ I can match an equal number of things on a 1to1 basis
- ◆ Experiment with marks and symbols and numeral formation
- ◆ Begin to discuss routes and locations, maps and directions
- ◆ Comment on weight, height and capacity using; heavy and not heavy, full and not full and tall and not tall, short, big, small.
- ◆ To copy and create AB patterns with colours and objects



Understanding the World

- ◆ Talk about how I am getting bigger and what age some of my relatives are
- ◆ Plant seeds in the Pre-School garden and watch them grow over time
- ◆ Watch out for signs of winter and how that feels and what it's like outside as it gets closer to spring
- ◆ Talk about where we live and how we get to Pre-School
- ◆ Name some types of clothing
- ◆ Talk about my family and what they do in the day, what job they may have and the interests we share
- ◆ Talk about different occupations and what I have experienced first hand such as, coffee shop workers and MacDonald's, visiting the doctors or dentist seeing a supermarket or vets
- ◆ The weather and its effects outdoors on the environment and how we feel what we see; cold, hot, wet, ice, shade, sun rays, shadows
- ◆ Caring for the environment/birds—make bird feeders



Expressive Arts & Design

- ◆ Explore ways to join materials to create an enclosed space such as a pets house and or play toy
- ◆ Develop layers to story telling using small world equipment
- ◆ Explore a variety of media to create an effect; flowers in spring, repeating patterns
- ◆ Draw with detail from observations of a daffodil, crocus or snowdrop using different sized tools
- ◆ To listen to and sing a variety of songs
- ◆ Move in response to an instrument and make a variety of sounds long, short, high low with my voice and



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Physical Development

Gross Motor

- ◆ I can balance across a beam and jump off at the end
- ◆ Joining in actions to music and holding a pose or balance for a short period of time
- ◆ Work in a team to set up the obstacle course and build a boat or bridge
- ◆ Put one arm in my coat and grab around to place the other arm in
- ◆ Begin to undo and fasten Velcro on my shoes and find the tongue to fasten correctly

Fine Motor Skills

- ◆ Begin to use a tripod pencil to make, curved, wavy and diagonal lines
- ◆ Manipulate dough with purpose and push and press and pinch with Tommy thumb and Peter pointer
- ◆ Recall where my thumb goes to snip into paper and practise cutting along a straight line
- ◆ Form the capital letter in my name independently and trace the other letters with support



Communication and Language

- ◆ Listening to an adult during a new game
- ◆ Focussing for longer during a short story time
- ◆ Use a variety of new words from information books
- ◆ Practising following two prompts during play such as; 'go up and then over'
- ◆ I can act in a role using new words; I am a vet...how can I help your pet'
- ◆ Hold a short conversation about going to the dentist/doctors/shops using 4-5 words in my sentence

Literacy

- ◆ Begin to hear and say initial sounds in words, use actions and make links to graphemes
- ◆ Begin to recognise words that begin with the same sound
- ◆ I can recall the name of animals/objects that begin with the same sound
- ◆ I can use my finger to point to where we start to read
- ◆ Choose an information book and look at it independently
- ◆ I can move from left to right on a page when we share an information book and look at captions and labels about people who help us
- ◆ I can listen to a story or piece of information for 3minutes
- ◆ Trace all the letters in their name with support with handwriting pencil
- ◆ Move writing tools from top to bottom, up and around and begin in an anti-clockwise direction

Personal, Social and Emotional Development

- ◆ Relate my emotions such as sad/happy/angry to emotions cards to communicate how I am feeling
- ◆ Explore 'Relax kids process of Meerkat teddy -freezing to think before a reaction-how do I feel, then how to process'
- ◆ Using breathing techniques from the Relax Kids Owl teddy instructions to help me calm down
- ◆ Help make decisions about resources and where/how to play with them
- ◆ I can listen to others as they talk about their feelings
- ◆ I can take my wellies off and put my shoes on with greater independence
- ◆ I can take part in positive touch massage instructions

